









# When 8 000 cats ask to be herded you know something has happened.

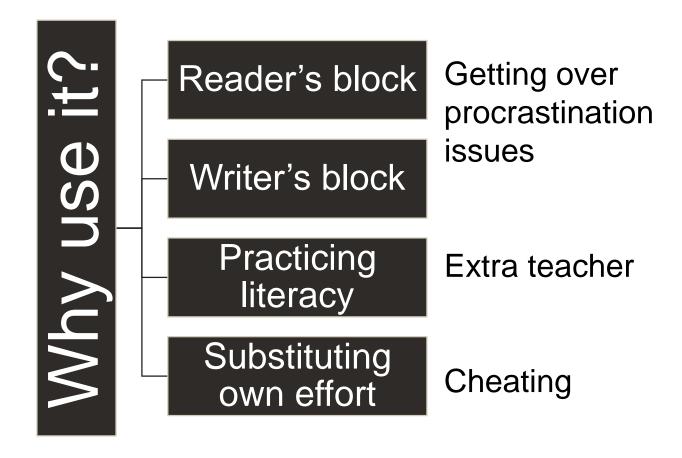




## Why students say they use ChatCPT

## How we can interpret this pedagogically

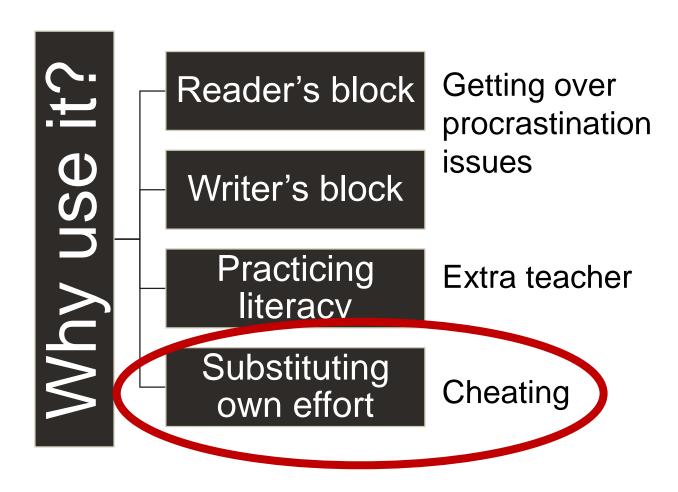
compile translate expand summarize explain get started answer questions structure create code suggest solutions substitute



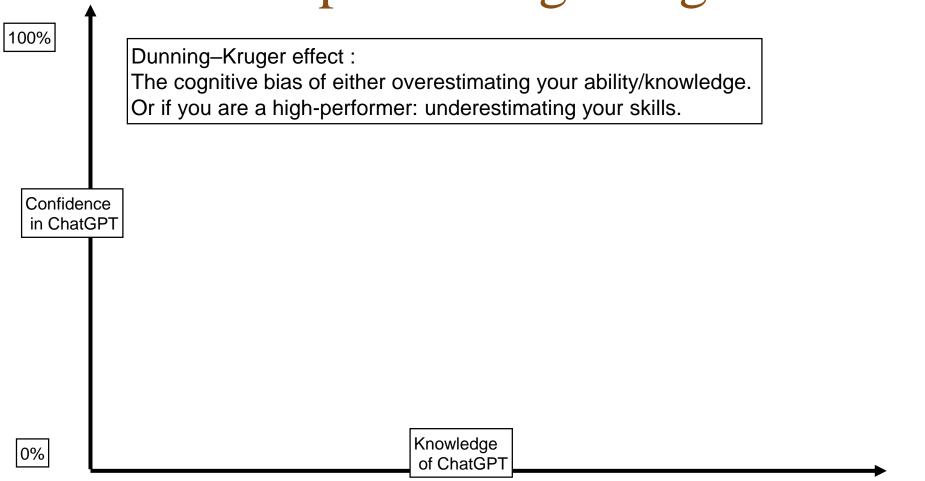


# Obvious threat: substitute learning so that exams are neither fair nor secure and degrees lose quality, utility and status

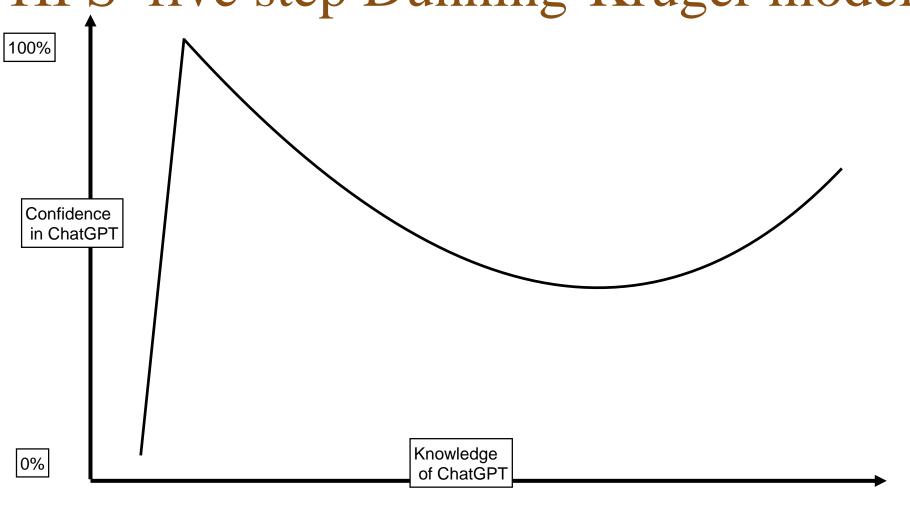
compile translate expand summarize explain get started answer questions structure create code suggest solutions substitute





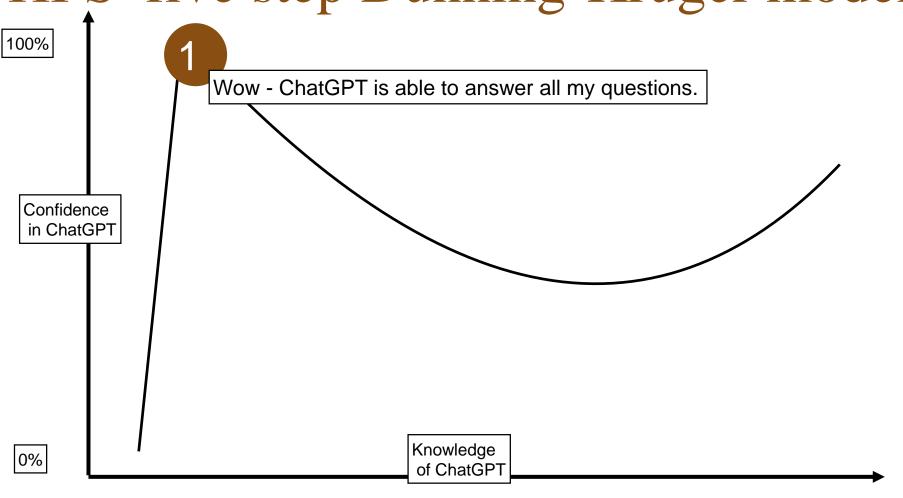


Adapted by Steve Dahlskog MAU



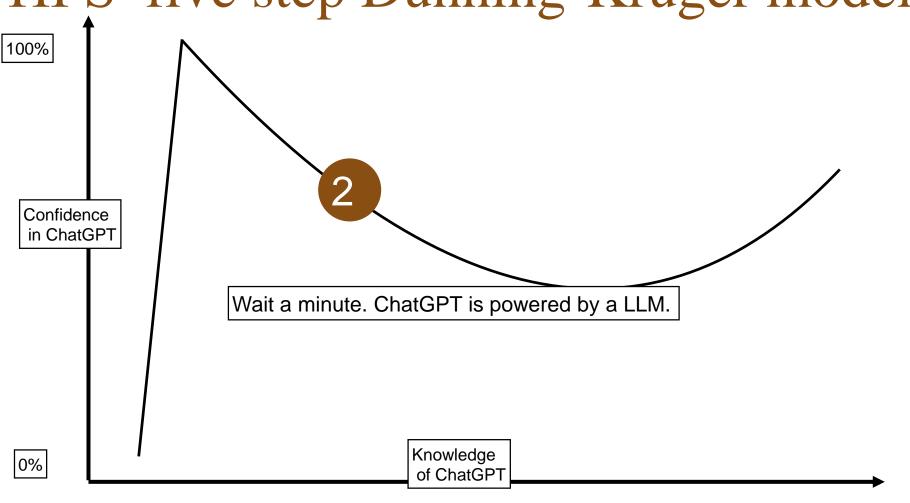
No knowledge

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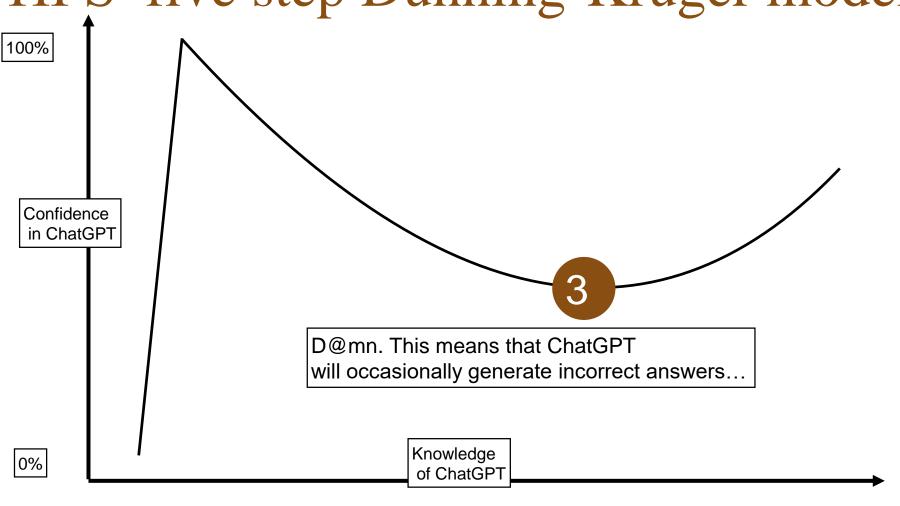
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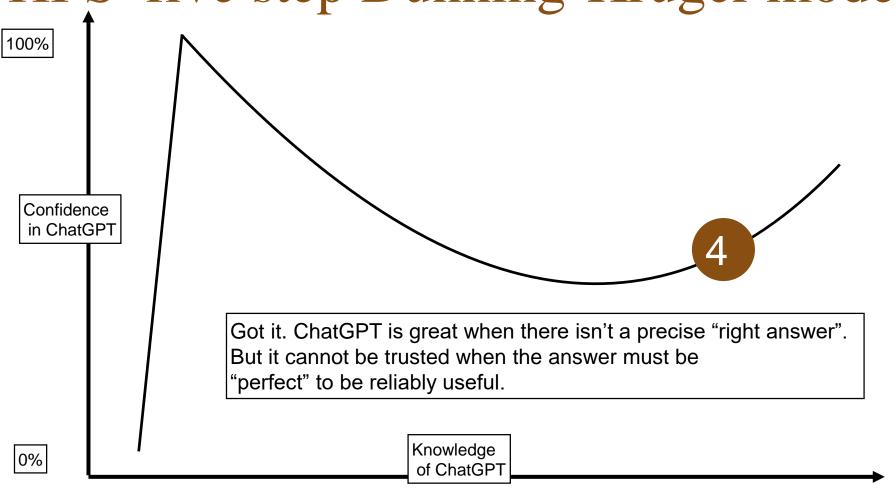
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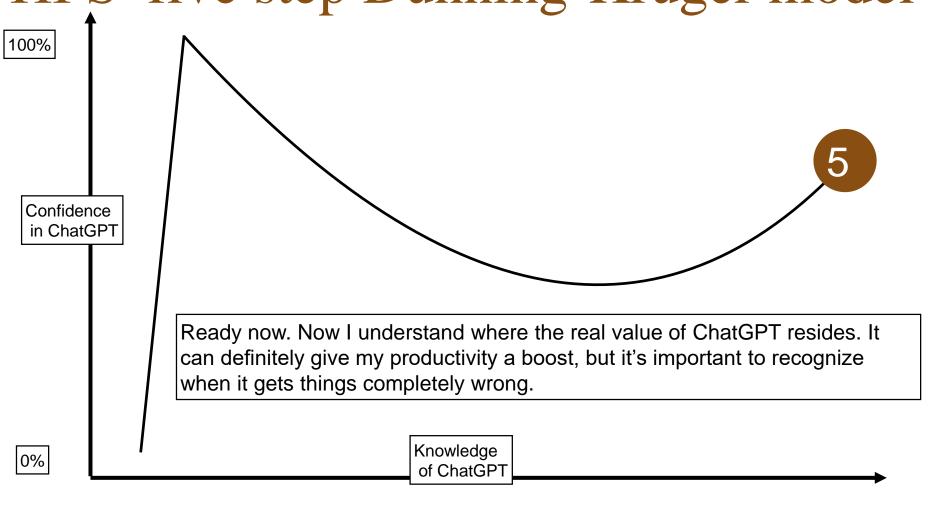
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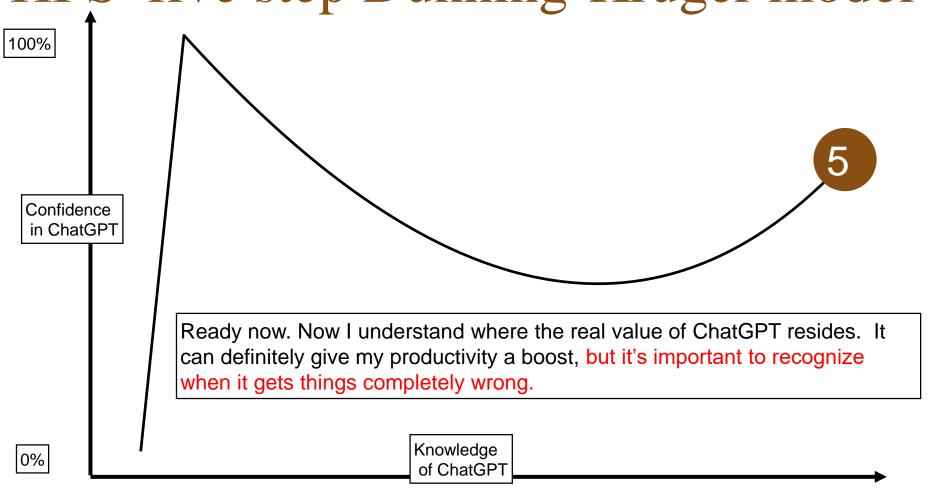
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No knowledge



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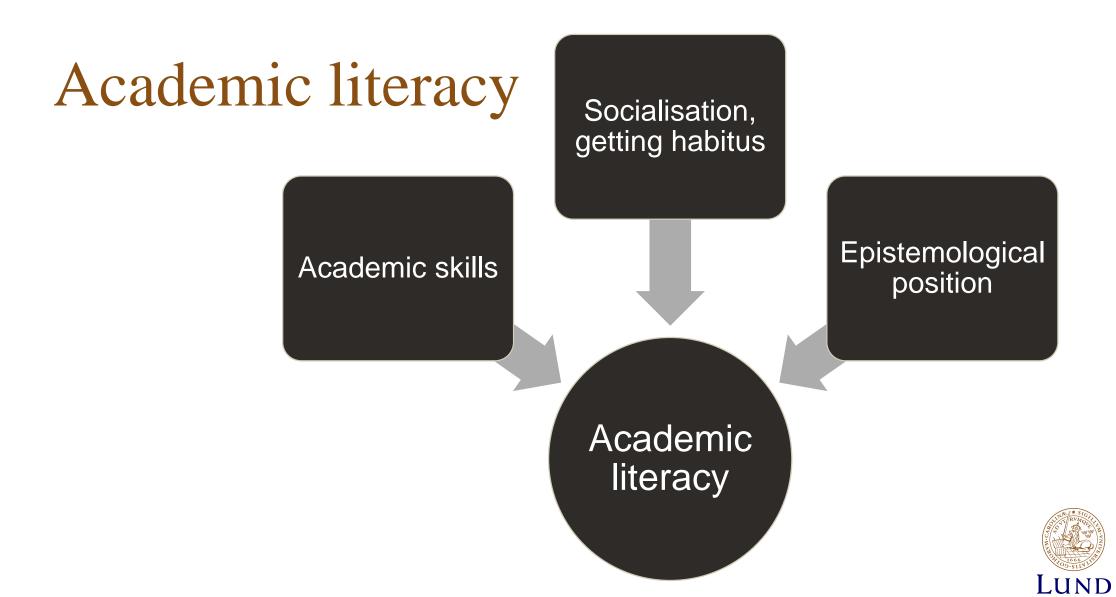
### HFS' five step Dunning-Kruger model 100% HOW DO YOU DO THAT? Ready now. Now I understand where the real value of ChatGPT resides. It can definitely give my productivity a boost, but it's important to recognize when it gets things completely wrong. Knowledge 0% of ChatGPT

No knowledge

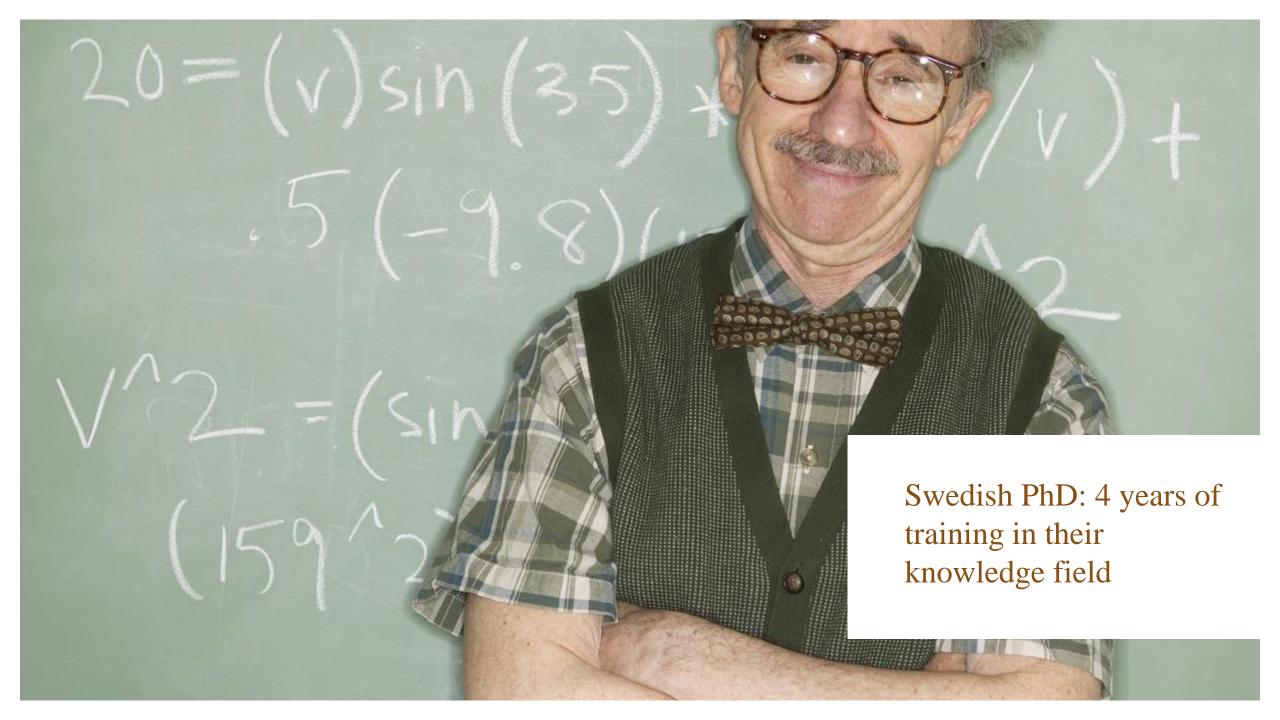
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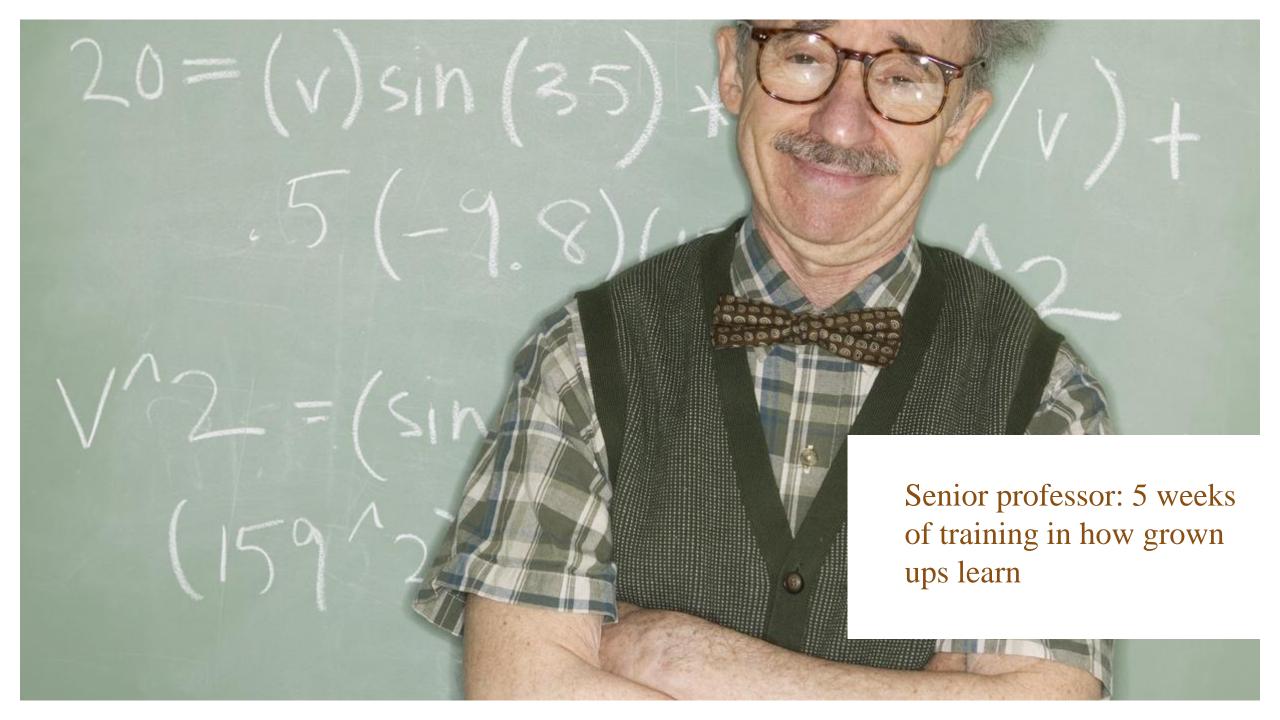






Lea & Strees (2006) "The Academic Literacies Model: Theory and Application"





# Individual needs support when tacit knowledge becomes obsolete









